DOCUMENT RESUME

ED 382 196 IR 055 455

TITLE	Searching across the Curriculum. An ESEA Chapter 2 Project.
INSTITUTION	Hawaii Association of School Librarians, Honolulu.
PUB DATE	[94]
NOTE	100p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Class Activities; Curriculum Guides; Elementary Secondary Education; Information Retrieval; *Information Seeking; *Information Skills; Information Technology; *Lesson Plans; Library Instruction; Library Skills; *Research Skills; *Search Strategies

ABSTRACT

In order to use new educational technologies effectively and to help students cope with the mass of information that has become available, librarians have begun to develop strategies and lessons to instruct students in searching. There has been, however, no detailed curriculum in the schools to ensure that students and teachers in grades K-12 are using a logical, consistent, and sequentially ordered research process. This guide was developed to address the need for and to elaborate on the scope and sequence of research skills. Lessons incorporating the skills, using current technology, and addressing new educational paradigms were designed, reviewed, and field-tested in three schools. The 15 lessons represent experimental efforts by the participating teachers and librarians and, although field-tested, are not intended to be fully developed, replicable models. Other teachers and librarians may want to use these as outlines for research steps and adapt them to reflect their own available technology, curriculum emphasis, and unique student needs. A scope and sequence chart reflects the steps of research reinforced as needed in subsequent grade levels. A checklist has been designed to assist teachers and librarians in assessing and evaluating student proficiency related to the steps of the research process. (MAS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

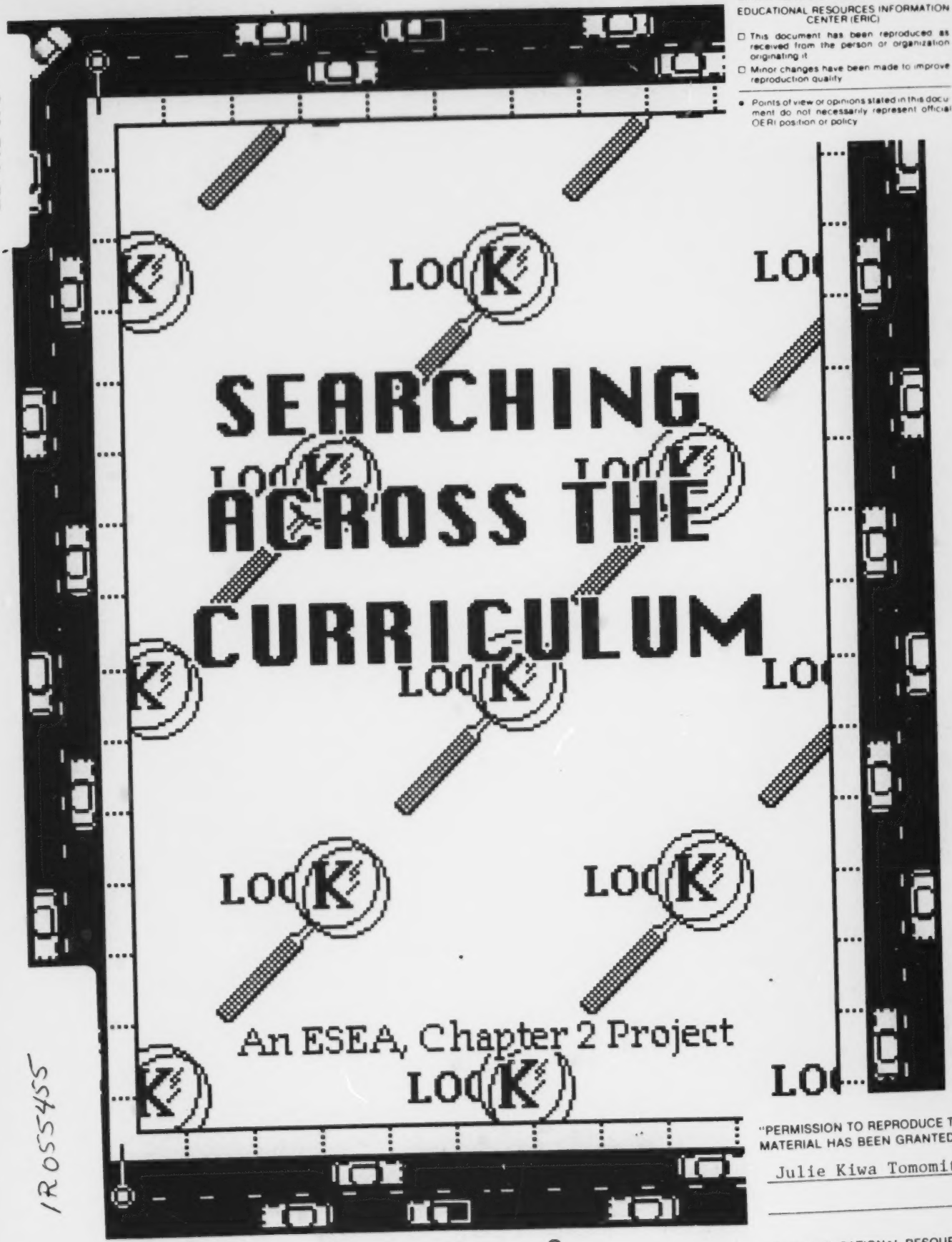
ED 382 196

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy



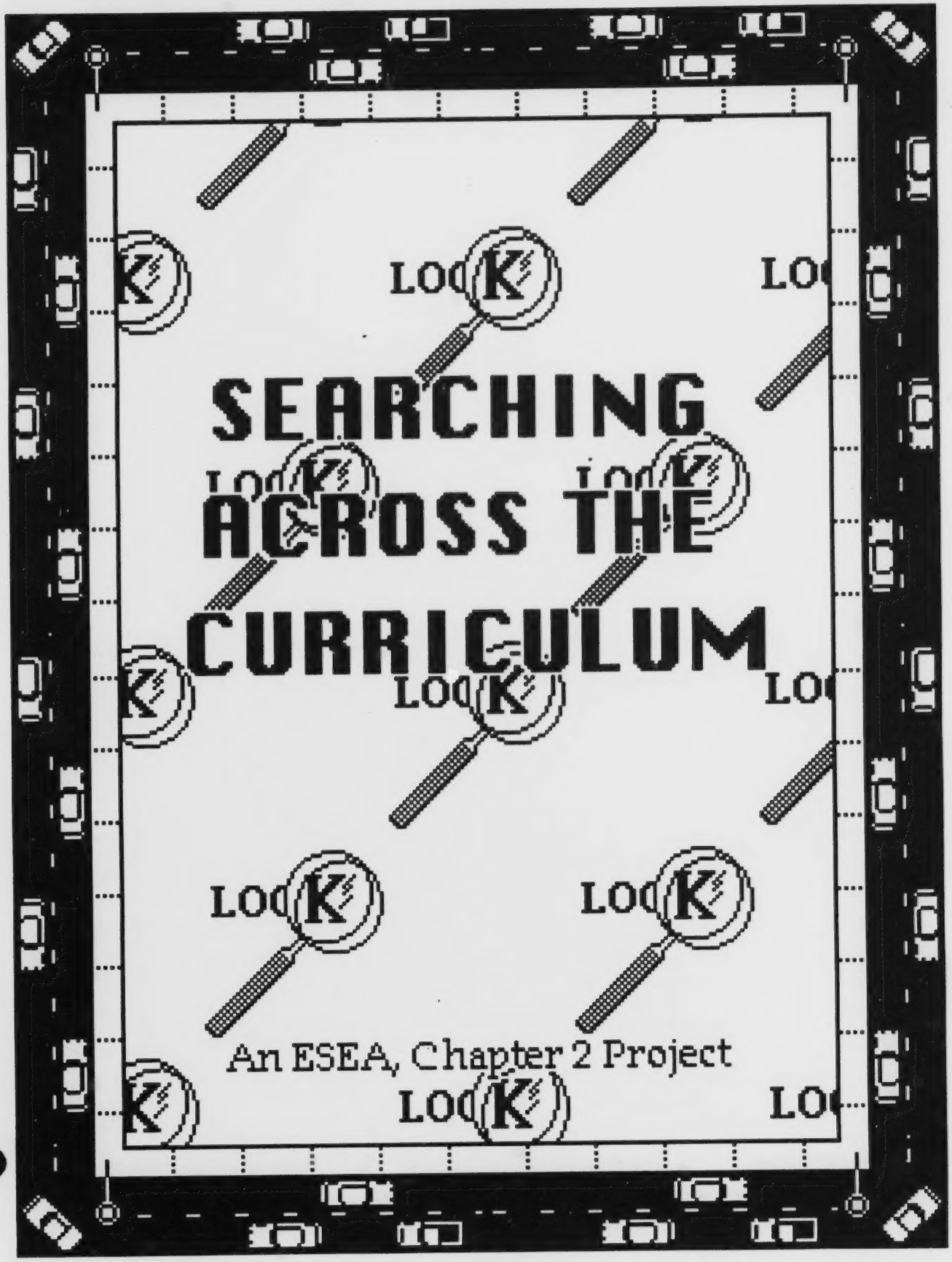
IR055455

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Julie Kiwa Tomomitsu

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE


SEARCHING
ACROSS THE
CURRICULUM
An ESEA, Chapter 2 Project

SEARCHING

ACROSS THE

CURRICULUM

FUNDED BY: ESEA CHAPTER 2 DEVELOPMENTAL GRANT, 1992-94
STATE OF HAWAII

PRINTED AND DISTRIBUTED BY
HAWAII ASSOCIATION OF SCHOOL LIBRARIANS

Table of Contents

Acknowledgments ii

Introduction 1

Research Steps 3

K-12 Continuum 7

Indicators for Research Steps 13

Lessons 23

ACKNOWLEDGMENTS

The ESEA Chapter 2 project, Searching Across the Curriculum gratefully acknowledges the following individuals for their invaluable contributions to this guide:

Dr. Elaine Takenaka and Dr. Albert Tamaribuchi, Special Programs Management Section, Planning and Evaluation Branch

Dr. Michael Powers, Evaluation Section, Planning and Evaluation Branch specialist

Project planners

Dr. Violet Harada, University of Hawaii School of Library and Information Studies

Ms. Sandra Maruyama, Leilehua High School

Ms. Margaret Nakamura, Moanalua Elementary School

Ms. Lillian Okamura, Moanalua Elementary School

Ms. Sara Tamayose, Moanalua Elementary School

Ms. Joan Yoshina, Mililani-Mauka Elementary School

Staff development instructors

Ms. Sandra Maruyama; Ms. Joan Yoshina; Ms. Grace Fujiyoshi, Kaimuki High School; Ms. Julie Tomomitsu, Manoa Elementary School

Lesson plan reviewers

Ms. Julie Tomomitsu and Ms. Joan Yoshina

Participating teachers, librarians, and principals

Moanalua Elementary School

Mr. Wallace Higashi, principal
Ms. Margaret Nakamura, librarian
Ms. Debi Hatada
Ms. Marian Hayashida
Ms. June Hidano
Ms. Karen Iseri
Ms. Grace Kikuya
Ms. Gail Luke
Ms. Jeanette Masuda
Ms. Gloria Matsumura
Ms. Phyllis Mizushima
Ms. Karen Ogawa
Ms. Lillian Okamura
Ms. Charlene Omori
Ms. Joan Tanigawa

Moanalua Intermediate School

Mrs. Caroline Wong, principal
Mr. Ralph Oshiro, librarian
Ms. Florence Asato
Ms. Phaedra Link
Ms. Anne Teruya
Ms. Amy Toba
Ms. Anita Wong

Leilehua High School

Mr. Norman Minehira, principal
Ms. Sandra Maruyama, librarian
Ms. Teri Felix
Ms. Masayo Mahi
Mr. Robert Keane
Ms. Karen Tanaka

INTRODUCTION

Recent developments in education have had a dramatic impact on the school library media center and its approach to information skills instruction. These include:

- the increasing emphasis on independent learners, the students who play a strong role in deciding what topic they will explore and the means they will use to communicate with others.
- a focus on critical thinking skills, involving not merely the reporting of cognitive data, but interpreting, validating and synthesizing information.
- the shift from emphasis on skills to process, i.e., physical access to information vs. the intellectual use of information, in order to develop information literacy in students.
- cooperative learning and teaching, including student groups, collaborative teacher/librarian teaming, and the relationship of the student with the teacher and librarian.
- the recognition that student research is not limited to the traditional research report, but involves an infinite range of knowledge quests and a variety of appropriate communication modes.

An increasing number of schools in Hawaii have begun to use various technologies, including videotex terminals, Xchange services, compact disk products, and on-line services, to offer students access to a range of databases. In order to use these technologies effectively and to help students cope with the mass of information that has become available, teachers and school librarians have begun to develop strategies and lessons to instruct students in searching. There has been, however, little articulation among these schools and no detailed curriculum in the Department of Education schools to ensure that students and teachers in grades K-12 are using a logical, consistent, and sequentially ordered research process, particularly in relation to database searching.

A cadre of librarians, teachers, and administrators from Moanalua Elementary, Moanalua Intermediate, and Leilehua High Schools developed this guide to address the need to elaborate on the scope and sequence of research skills. In addition, lessons incorporating the skills, using current technology, and addressing the new educational paradigms were designed, reviewed, and field-tested in the three schools. The lessons represent experimental efforts by the participating teachers and librarians and, although field-tested by them within the project year, are not intended to be fully developed, replicable models. Other teachers and librarians may want to use these as outlines of the research steps and adapt them freely to reflect their own available technology, curriculum emphasis, and unique student needs.

Funding was provided by an ESEA, Chapter 2, project to enable the schools to install on-line public access catalogs of the school's holdings with a minimum of three search stations; to purchase equipment and products for both compact disk and on-line access to information; and to provide staff development for the teachers and librarians involved in the project. The guide is designed to relate closely to and expand the searching objectives included in the information skills framework developed by the School Library Services Section.[1]

This document provides the total range of information skills instruction; using this guide effectively requires understanding the broader context provided in the document cited. For example, teacher/librarian collaboration is a critical factor in planning and implementing effective lessons. This process is described in the information skills document.[2]

To assist teachers and librarians in assessing and evaluating student proficiency related to the steps of the research process, a checklist instrument has also been designed by the planners. The research step indicators in the checklist will help not only in pre- and post-evaluations, but also in developing a research skills continuum and in adapting or developing instruction to meet specific student needs.

This guide provides the following components of a curriculum designed to address student needs in research, from kindergarten to grade 12, in a variety of content areas:

- the steps involved in research
- a K-12 continuum
- a checklist of indicators to assess student competency in the research process
- lessons field-tested in the three participating project schools

---

[1] "Instructional Goals: *Information Skills Continuum*," 1991, in *Library/Study Skills Instruction in Hawaii's Schools: A Guide for Teachers and Librarians*. Hawaii Department of Education, 1982, pp. A-18-20

[2] Ibid., pp. 3-30.

RESEARCH STEPS

The following list of research steps was developed by the project planners after research into existing models. The Hawaii Department of Education's information skills continuum[3] provides a sound base which was expanded by Carol Collier Kuhlthau's[4] six stages of research, a seven-step model developed by Patricia Winn, [5]and the I-search model.[6] The My Search model developed by Joan Yoshina also was a major influence on the resulting twelve steps.

Teachers and librarians are encouraged to select and emphasize the steps most relevant to the unit content and, especially, to the assessed needs of their particular students. For example, the kindergarten lesson in this guide emphasizes steps 2, 4, 5, 8, and 10. The other steps were either eliminated because they were not age-appropriate, or were provided by the teacher. On the other hand, the Countries of the World lesson for grade 7 emphasizes steps 2, 8, 9, and 10; the other steps were not formally addressed because the nature of the topic made them unnecessary, or because the students had demonstrated competency in these steps.

The above examples also demonstrate the spiral nature of the research steps. Both the kindergarten and seventh grade lessons provide instruction in steps 2 and 8, but the process differs for the two grades in sophistication and amount of dependence; each seventh grader used a variety of resources, while the kindergartners watched a video as a group to gather information. In step 10, the seventh graders composed an acrostic poem to share their information; the kindergartners drew a picture.

---

[3] Hawaii Department of Education, loc. cit.

[4] Kuhlthau, Carol Collier, "A Process Approach to Library Skills Instruction," *School Library Media Quarterly*, Winter 1985, pp. 37-39.

[5] Winn, Patricia G. *Integration of the Secondary School Library Media Center Into the Curriculum: Techniques and Strategies*. Englewood, Colorado: Libraries Unlimited, 1991, pp. 88-89.

[6] Larson, Richard L. "The 'Research Paper' in the Writing Course: A Non-Form of Writing," *College English*, 8 December 1982, pp. 811-816.

RESEARCH STEPS

The student is able to:

1. Define/select a topic.

2. Develop an overview by gathering general information through reading/discussing.

3. Revise/narrow/broaden/change the topic as needed.

4. Develop questions/hypotheses by brainstorming ideas and/or recalling personal/learning experiences, and selecting appropriate questions.

5. Use a method of organizing questions, e.g., cluster, mind map (web), outline.

6. Choose a method of communication appropriate for purpose and audience.

7. Use appropriate strategies for planning a search for information:

   a. Identifying key word(s).
   b. Broadening/narrowing terms.
   c. Selecting synonyms.
   d. Surveying resources.
   e. Selecting appropriate databases.

8. Retrieve information relevant to the topic.

   a. Use catalogs in various formats including an on-line public access catalog.
   b. Request resources from other information centers as needed.
   c. Skim, scan, and take notes.
   d. Practice ethical use of information by avoiding plagiarism, citing sources of information.
   e. Access a database using appropriate commands, protocols, and/or system features, including Boolean logic, truncation, and/or "wild cards".

9. Evaluate and organize information.

   a. Evaluate quality of resources (or citations of resources) by relevancy, currency, accuracy.
   b. Summarize and paraphrase important facts and details.
   c. Organize notes.
   d. Reassessing the topic and revising it, as needed, and/or seeking alternate sources of information.

10. Prepare an effective media, oral, or written report.

    a. Draft a report, story board, script, or other means of communication.
    b. Edit and revise.
    c. Complete and present final product.

11. Evaluate the research process.

12. Evaluate the final product.

K-12 CONTINUUM

The scope and sequence chart reflects the steps of research reinforced as needed in subsequent grade levels. An incomplete chart is also included for use by schools to develop their own scope and sequence chart based on current practice and student abilities.

RESEARCH STEPS

The student is able to:	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1. Define/select a topic.	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Develop an overview by gathering general information through reading/discussing.	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Revise/narrow/broaden / change the topic as needed	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Develop questions/ hypotheses by brainstorming ideas and/or recalling personal/learning experiences, and selecting appropriate questions.	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Use a method of organizing questions.	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Choose a method of communication appropriate for purpose and audience.	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Use appropriate strategies for planning a search for information													
a) Identifying key word(s).	X	X	X	X	X	X	X	X	X	X	X	X	X
b) Broadening/narrowing terms.				X	X	X	X	X	X	X	X	X	X
c) Selecting synonyms.				X	X	X	X	X	X	X	X	X	X
d) Surveying resources.				X	X	X	X	X	X	X	X	X	X
e) Selecting appropriate databases.				X	X	X	X	X	X	X	X	X	X

8. Retrieve information relevant to the topic.	X	X	X										
a) Use catalogs in various formats including an on-line public access catalog.				X	X	X	X	X	X	X	X	X	X
b) Request resources from other information centers as needed.				X	X	X	X	X	X	X	X	X	X
c) Skim, scan, and take notes.			X	X	X	X	X	X	X	X	X	X	X
d) Practice ethical use of information by avoiding plagiarism, citing sources of information.			X	X	X	X	X	X	X	X	X	X	X
e) Access a database using appropriate commands, protocols, and/or system features, including Boolean logic, truncation, and/or "wild cards."			X	X	X	X	X	X	X	X	X	X	X
9. Evaluate and organize information: a) Evaluate quality of resources (or citations of resources) by relevancy, currency, accuracy.				X	X	X	X	X	X	X	X	X	X
b) Summarize and paraphrase important facts and details.				X	X	X	X	X	X	X	X	X	X
c) Organize notes.				X	X	X	X	X	X	X	X	X	X
d) Reassess the topic and revise it, as needed, and/or seeking alternate sources of information.				X	X	X	X	X	X	X	X	X	X
10. Prepare an effective audiovisual/media, oral, or written report. a) Draft a report, storyboard, script, or other means of communication.				X	X	X	X	X	X	X	X	X	X
b) Edit and revise.				X	X	X	X	X	X	X	X	X	X
c) Complete and present final product.	X	X	X	X	X	X	X	X	X	X	X	X	X
11. Evaluate the research process.				X	X	X	X	X	X	X	X	X	X
12. Evaluate the final product.	X	X	X	X	X	X	X	X	X	X	X	X	X

RESEARCH STEPS

The student is able to:	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1. Define/select a topic.													
2. Develop an overview by gathering general information through reading/discussing.													
3. Revise/narrow/broaden / change the topic as needed													
4. Develop questions/ hypotheses by brainstorming ideas and/or recalling personal/learning experiences, and selecting appropriate questions.													
5. Use a method of organizing questions.													
6. Choose a method of communication appropriate for purpose and audience.													
7. Use appropriate strategies for planning a search for information a) Identifying key word(s).													
b) Broadening/narrowing terms.													
c) Selecting synonyms.													
d) Surveying resources.													
e) Selecting appropriate databases.													

8. Retrieve information relevant to the topic.													
a) Use catalogs in various formats including an on-line public access catalog.													
b) Request resources from other information centers as needed.													
c) Skim, scan, and take notes.													
d) Practice ethical use of information by avoiding plagiarism, citing sources of information.													
e) Access a database using appropriate commands, protocols, and/or system features, including Boolean logic, truncation, and/or "wild cards."													
9. Evaluate and organize information: a) Evaluate quality of resources (or citations of resources) by relevancy, currency, accuracy.													
b) Summarize and paraphrase important facts and details.													
c) Organize notes.													
d) Reassess the topic and revise it, as needed, and/or seeking alternate sources of information.													
10. Prepare an effective audiovisual/media, oral, or written report. a) Draft a report, storyboard, script, or other means of communication.													
b) Edit and revise.													
c) Complete and present final product.													
11. Evaluate the research process.													
12. Evaluate the final product.													

INDICATORS FOR RESEARCH STEPS

The need for standard measures of competency became evident as the project planners began to work with the assessment of students in the research process. The purpose of these is threefold:

1. To provide a means for teachers and librarians to be consistent, objective, and realistic in their assessment of students, especially when pre- and post-test evaluation is involved.

2. To afford consistency within a grade level so that students from different classes will be assessed equally, and instruction designed accordingly.

3. To ensure that students from different schools, complexes, and districts will be aligned for the subsequent level of schooling.

The assumption for each indicator is that the student should progress from needing considerable help from the teacher to functioning independently. In addition, there is a progression in the functional level to reflect the increasing maturity of the students. Indicators that were not considered age-appropriate for a level have been enclosed in brackets.

INDICATORS FOR RESEARCH STEPS

Grades K-2

The student is able to:

1. Define/select a broad topic.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently.

2. Develop an overview by gathering general information through reading/listening/viewing/discussing.
   A. Contributes to a classroom discussion with teacher direction.
   B. Contributes to a classroom discussion with teacher cueing.
   C. Contributes to a classroom discussion independently.

3. Revise/narrow/broaden/change the topic as needed to select one that is researchable.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

4. Develop at least three questions relevant to the topic by brainstorming ideas and selecting appropriate questions.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

5. Use a method of organizing questions by identifying at east two similar questions and categorizing.
   A. Requires teacher direction to see a relationship between questions.
   B. Finds some relationship between questions with teacher cueing.
   C. Organizes questions into an appropriate visual scheme independently.

6. Choose a method of communication appropriate for purpose and audience, including drawing a picture, writing a page with inventive spelling, dictating, participating in a share-and-tell oral presentation.
   A. Requires teacher direction to determine purpose and audience.
   B. Has some idea of purpose and audience but requires help in determining an appropriate communication format.
   C. Articulates purpose and identifies audience independently; selects at least one appropriate format.

7. Use appropriate strategies for planning a search for information.
   A. Requires teacher direction to identify key words.
   B. Requires teacher cueing to identify key words.
   C. Performs independently with teacher monitoring.

8. Retrieve information relevant to the topic.

   A. Retrieves information from reading/listening/viewing, with teacher direction.
   B. Retrieves information from reading/listening/viewing, with teacher cueing.
   C. Retrieves information from reading/listening/viewing independently.

[9. Evaluate and organize information.]

10. Prepare an effective audiovisual/media, oral, or written report.

   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

[11. Evaluate the research process.]

12. Evaluate the final product verbally.

   A. Evaluates product in a teacher-led discussion.
   B. Evaluates product with peers and/or teacher cueing.
   C. Conducts self-evaluation and offers ideas for improvement.

INDICATORS FOR RESEARCH STEPS

Grades 3-5

The student is able to:

1. Define/select a topic.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently.

2. Develop an overview by gathering general information through reading/listening/viewing/discussing using appropriate study skills, e.g., skimming, scanning, interpreting graphs.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

3. Revise/narrow/broaden/change the topic as needed to select one that is researchable, manageable within project time constraints, and for which resources are
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

4. Develop at least three questions relevant to the topic by brainstorming ideas and selecting appropriate questions.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

5. Use a method of organizing questions, e.g., cluster, mind map (web), outline, by identifying similar questions and categorizing.
   A. Requires teacher direction to see a relationship between questions.
   B. Finds some relationship between questions with teacher cueing.
   C. Organizes questions independently into an appropriate visual scheme.

6. Choose a method of communication appropriate for purpose and audience by identifying at least five methods of communication and selecting one.
   A. Requires teacher direction to determine purpose and audience.
   B. Has some idea of purpose and audience but requires help in determining an appropriate communication format.
   C. Articulates purpose and identifies audience independently; selects at least one appropriate format.

7. Use appropriate strategies for planning a search for information as needed, including identifying key words; broadening or narrowing terms; selecting synonyms; surveying resources; and selecting appropriate databases.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

8. Retrieve information relevant to the topic.
   A. Uses catalogs in various forms
      1) with direction, 2) with assistance, 3) independently.
   B. Requests resources from other information centers as needed
      1) with direction, 2) with assistance, 3) independently.
   C. Uses appropriate study skills such as skimming, scanning and taking notes
      1) with direction, 2) with assistance, 3) independently.
   D. Practices ethical use of information.
      1. Copies directly from text.
      2. Understands the concept of plagiarism; uses strategies, e.g., note taking, citing resources, to avoid plagiarism.
      3. Uses quotations appropriately and with proper citation; comprehends the rationale for copyright protection.
   E. Accesses a database using appropriate commands, protocols, and/or system features, including Boolean logic, truncation, and/or "wild cards"
      1) with direction, 2) with assistance, 3) independently.

9. Evaluate and organize information.
   A. Evaluates quality of resources for relevance, currency, accuracy
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   B. Summarizes and paraphrases important facts and details, and organizes notes
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   C. Reassesses and revises the topic as needed
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.

10. Prepare an effective audiovisual/media, oral, or written report.
   A. Drafts a report, storyboard, or script
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   B. Edits and revises
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   C. Presents the final product
      1) with difficulty in applying effective communication skills, 2) with satisfactory communication skills 3) exhibiting competence and creativity in communicating.

11. Evaluate the research process.
   A. Evaluates process in a teacher-led discussion.
   B. Evaluates process with peers and/or teacher cueing.
   C. Conducts self-evaluation and plan to improvement.

12. Evaluate the final product with a checklist.
   A. Evaluates product after a teacher-led discussion.
   B. Evaluates product after peer- and/or teacher-cueing.
   C. Conducts self-evaluation and offers ideas for improvement independently.

INDICATORS FOR RESEARCH STEPS

Grades 6-8

The student is able to:

1. Define/select a topic.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently.

2. Develop an overview by gathering general information through reading/listening/viewing/discussing using appropriate study skills, e.g., skimming, scanning, interpreting graphs.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

3. Revise/narrow/broaden/change the topic as needed to select one that is researchable, manageable within project time constraints, and for which resources are
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

4. Develop at least three questions relevant to the topic by brainstorming ideas and selecting appropriate questions.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

5. Use a method of organizing questions, e.g., cluster, mind map (web), outline, by identifying similar questions and categorizing.
   A. Requires teacher direction to see a relationship between questions.
   B. Finds some relationship between questions with teacher cueing.
   C. Organizes questions independently into an appropriate visual scheme.

6. Choose a method of communication appropriate for purpose and audience by identifying at least five methods of communication and selecting one.
   A. Requires teacher direction to determine purpose and audience.
   B. Has some idea of purpose and audience but requires help in determining an appropriate communication format.
   C. Articulates purpose and identifies audience independently; selects at least one appropriate format.

7. Use appropriate strategies for planning a search for information as needed, including identifying key words; broadening or narrowing terms; selecting synonyms; surveying resources; and selecting appropriate databases.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

8. Retrieve information relevant to the topic.
   A. Uses catalogs in various forms
      1) with direction, 2) with assistance, 3) independently.
   B. Requests resources from other information centers as needed
      1) with direction, 2) with assistance, 3) independently.
   C. Uses appropriate study skills such as skimming, scanning and taking notes
      1) with direction, 2) with assistance, 3) independently.
   D. Practices ethical use of information.
      1. Copies directly from text.
      2. Understands the concept of plagiarism; uses strategies, e.g., note taking, citing resources, to avoid plagiarism.
      3. Uses quotations appropriately and with proper citation; comprehends the rationale for copyright protection.
   E. Accesses a database using appropriate commands, protocols, and/or system features, including Boolean logic, truncation, and/or "wild cards"
      1) with direction, 2) with assistance, 3) independently.

9. Evaluate and organize information.
   A. Evaluates quality of resources for relevance, currency, accuracy
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   B. Summarizes and paraphrases important facts and details, and organizes notes
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   C. Reassesses and revises the topic as needed
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.

10. Prepare an effective audiovisual/media, oral, or written report.
   A. Drafts a report, storyboard, or script
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   B. Edits and revises
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   C. Presents the final product
      1) with difficulty in applying effective communication skills, 2) with satisfactory communication skills, 3) exhibiting competence and creativity in communicating.

11. Evaluate the research process.
   A. Evaluates process in a teacher-led discussion.
   B. Evaluates process with peers and/or teacher cueing.
   C. Conducts self-evaluation and plan to improvement.

12. Evaluate the final product with a checklist.
   A. Evaluates product after a teacher-led discussion.
   B. Evaluates product after peer- and/or teacher-cueing.
   C. Conducts self-evaluation and offers ideas for improvement independently.

INDICATORS FOR RESEARCH STEPS

Grades 9-12

The student is able to:

1. Define/select a topic.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently.

2. Develop an overview by gathering general information through reading/listening/viewing/discussing from at least one source using appropriate study skills, e.g., skimming, scanning, interpreting graphs, after selecting a appropriate resource.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

3. Revise/narrow/broaden/change the topic as needed to select one that is researchable, manageable within project time constraints, and for which resources are available.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

4. Develop at least three questions that are relevant to the topic, related to the hypothesis, and demonstrate higher order thinking skills by brainstorming ideas and selecting appropriate questions.
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

5. Use a method of organizing questions, e.g., cluster, mind map (web), outline, by identifying similar questions and categorizing into sub-topics as a preparation for communication.
   A. Requires teacher direction to see a relationship between questions.
   B. Finds some relationship between questions with teacher cueing.
   C. Organizes questions independently into an appropriate visual scheme.

6. Choose a method of communication appropriate for purpose and audience by identifying at least five methods of communication and selecting a combination of two.
   A. Requires teacher direction to determine purpose and audience.
   B. Has some idea of purpose and audience but requires help in determining an appropriate communication format.
   C. Chooses a communication format independently that is appropriate to both purpose and audience.

7. Use appropriate strategies for planning a search for information as needed, including identifying key words; broadening or narrowing terms; selecting synonyms; surveying resources; and selecting appropriate databases..
   A. Requires teacher direction.
   B. Requires teacher cueing.
   C. Performs independently with teacher monitoring.

8. Retrieve information relevant to the topic.

   A. Uses catalogs in various forms
      1) with direction, 2) with assistance, 3) independently.
   B. Requests resources from other information centers as needed
      1) with direction, 2) with assistance, 3) independently.
   C. Uses appropriate study skills such as skimming, scanning and taking notes
      1) with direction, 2) with assistance, 3) independently.
   D. Practices ethical use of information.
      1. Copies directly from text.
      2. Understands the concept of plagiarism; uses strategies, e.g., note taking, citing resources, to avoid plagiarism.
      3. Uses quotations appropriately and with proper citation; comprehends the rationale for copyright protection.
   E. Accesses a database using appropriate commands, protocols, and/or system features, including Boolean logic, truncation, and/or "wild cards", including national and international on-line databases
      1) with direction, 2) with assistance, 3) independently.

9. Evaluate and organize information.

   A. Evaluates quality of resources for relevance, currency, accuracy
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   B. Summarizes and paraphrases important facts and details, and organizes notes
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   C. Reassesses and revises the topic as needed
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.

10. Prepare an effective audiovisual/media, oral, or written report.

   A. Drafts a report, storyboard, or script
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   B. Edits and revises
      1) with teacher direction, 2) with teacher cueing, 3) independently with teacher monitoring.
   C. Presents the final product
      1) with difficulty in applying effective communication skills, 2) with satisfactory communication skills, 3) exhibiting competence and creativity in communicating.

11. Evaluate the research process.

   A. Evaluates process in a teacher-led discussion.
   B. Evaluates process with peers and/or teacher cueing.
   C. Conducts self-evaluation and plan to improvement.

12. Evaluate the final product in a written narrative.

   A. Evaluates product after a teacher-led discussion.
   B. Evaluates product after peer- and/or teacher-cueing.
   C. Conducts self-evaluation and offers ideas for improvement independently.

LESSONS

The library objectives in the following lessons were selected from the library/study skills guide cited in the introduction. Classroom objectives were selected from the following guides:

Essential Content, Hawaii Department of Education, 1993.

Language Arts Program Guide, Hawaii Department of Education, 1988.

Mathematics Program Guide, Grades K-6, Hawaii Department of Education, 1978.

Business and Marketing Program and Curriculum Guide, Hawaii Department of Education, 1990.

Science Curriculum Guide, Grades K-6, Hawaii Department of Education, 1977.

Secondary Social Studies Program Guide, 7-12, Hawaii Department of Education, 1980.

Elementary Social Studies Program Guide, Hawaii Department of Education, 1981.

All of the following elementary lessons begin with reading a fiction book aloud, whether it is a picture book for kindergartners or a longer fiction title for sixth-graders. This introduction has proven to be an effective one because

1) the students become emotionally engaged in the field of study more easily,
2) the literature can provide a wider context for the topic, and
3) students can recognize that both fiction and nonfiction form a basis of knowledge.

Teachers and librarians may discover that a literature-based reading series or a whole language program can provide the same kind of introduction that will lead to student interest in exploring a specific topic.

A number of these lessons focus on environmental education/ science. This was an area of emphasis in the project school during the year that the lessons were being field-tested, one that involved another on-going project in the school, and one that the students were especially interested in. Other schools are encouraged to adapt the lessons to fit their own areas of emphases.

Topic: Fish

Grade level: K

Time allotted: 45 minutes

Objectives:

Classroom -

1. Locate and use "scientific" information.
2. Make picture stories and records of observations and investigations.

Library -

Locate, select and evaluate information from various sources by: gathering information through reading, listening, observing and writing.

Research steps: 2, 4, 5, 8, 10.

Technology emphasis: videocassette player

Resources needed:

Picture book about fish; videotape on fish; worksheets; crayons

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Read aloud a book about a fish.	X	
2. Ask students to list all the information they know about fish. Cue questions on the parts of a fish.	X	
3. Ask students where they can find more information. Cue students to suggest the library.	X	
During library visit		
1. Show students a range of materials about fish. Explain that they will be viewing a video that shows the parts of a fish.		X
2. Play the video; repeat the segment on parts of a fish.		X

	Teacher	Librarian
3. Instruct the students to draw a picture of fish including the parts shown in the video.	X	
4. Have students dictate the names of parts of the fish that they are drawing. Have them draw a line from the label to the part.		X

Evaluation:

Product evaluation - accurate drawing and labeling of parts of a fish

Follow-up activities:

1. Read Leo Lionni's *Swimmy*; have the children make a paper plate fish.
2. Have the children memorize a short poem about fish.
3. Show the complete video. Have children draw, color, and cut out fish shown in the video or in other resource materials. Place the finished fish in a mock aquarium.
4. Plan a visit to Sea Life Park or the aquarium.
5. Set up a salt water or fresh water aquarium.

Topic: Fairy tales

Grade level: 1

Time allotted: 45 minutes

Objectives:

Classroom -

1. Locate and information about the characters, plot, and setting.
2. Compare different versions of the story.
3. Infer a main idea or theme of the story.

Library -

1. Locate, select and evaluate information from various sources by gathering information through listening.
2. Analyze, synthesize, interpret information.

Research steps: 4, 8

Resources needed:

The Gingerbread Boy; The Bun; worksheets, newsprint; markers

Steps involved:	**Teacher**	**Librarian**
1. Read *The Gingerbread Boy* aloud.		X
2. Discuss the fictive elements of the story, emphasizing the characters, and events. Have students circle the main characters and events of *The Gingerbread Boy* on the worksheet.	X	X
3. Explain that the story is from Europe and that the class will be doing research on the Russian version to compare and contrast. Show the class the two regions on a globe and ask them to predict whether the stories will be the same or different. Have students choose a prediction on the worksheet.		X
4. Read *The Bun* aloud.		X
5. Have students circle the main characters and events of *The Bun*.	X	X
6. Have students record their conclusion.		X

Evaluation:

Participation in discussion

Worksheet evaluation - correct identification of main characters and events; recognition of similarities

Follow-up products (optional)

Follow-up activities:

1. Have the children make two illustrations, showing the similarities and differences in the two stories.
2. Use the story as a shell for children to write their own versions with the same main idea.
3. Read aloud some fairy tale parodies, e.g., *The True Story of the Three Little Pigs (As Told by A. Wolf); The Frog Prince, Continued; The Stinky Cheese Man and Other Fairly Stupid Tales*. Have the children work in groups to create their own versions of a simple folk tale.
4. Dramatize one of the stories.
5. Have the children make stick puppets of one of the stories and plan a puppet play.

Name: _____ Room Number: _____

FOLK TALE WORKSHEET

	The Gingerbread Boy	*The Bun*
MAIN CHARACTERS		
	old woman	old woman
	old man	old man
	pastry boy	pastry boy
	cow	cow
	horse	horse
	workers	workers
	wolf	wolf
	fox	fox
MAIN EVENTS:		
	cooking	cooking
	running	running
	chasing	chasing
	singing	singing
	reading	reading
	tricking	tricking

PREDICTION: *I think the stories will be...* alike / different

CONCLUSION: *Now, I think the stories are...* alike / different

Topic: Owls

Grade level: 2

Time allotted: Four 45-minute periods

Objectives: Students will:

Classroom -

1. Locate and use "scientific" information.
2. Make picture stories and records of observations and investigations.

Library -

1. Identify and use appropriate parts of a book to retrieve information.
2. Gather information through reading, listening, observing, and writing.

Research steps: 2, 4, 5, 7, 8, 10

Resources needed:

The Man Who Could Call Down Owls; *Discovering Owls* with photocopies of the table of contents and index; *Ranger Rick*, October 1991; newsprint; marking pens

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Read aloud *The Man Who Could Call Down Owls*. Discuss the story with the children. Then ask them to name some of the owls in the story.	X	
2. Ask the children to tell what they know about owls. List on newsprint. Ask them what they would like to find out. List.	X	
3. Ask the class to decide on three questions they would like to answer about owls, cueing them to select questions that are measurable/researchable. List them on newsprint in grid form. Have the children fill in the first column of the grid with the three questions chosen by the class.	X	

	Teacher	Librarian
During initial library visit		
1. Read aloud the three questions the children want to answer. Discuss the difference between the fiction book read in class and the nonfiction book that will be read in the library.		X
2. Explain that they will be using the table of contents and index of a book to decide what pages should be read aloud.		X
3. Distribute photocopies of the table of contents and index.	X	X
4. Have the children identify a key word for each question. Ask them to suggest pages or sections to be read aloud. Read aloud, pausing after reading the first page/section.		X
5. Assist the children as needed to fill in the second and third columns for the first question.	X	X
6. Repeat the process for the remaining questions.	X	X
During interim class period		
1. Ask the children to select three more questions. Discuss whether the questions are measurable.	X	
2. Instruct the students to fill in the first column of their research charts and to circle the key word in each question.	X	
During subsequent library visit		
1. Provide additional resources for the class.	X	
2. Have the children circle the key word in each question and discuss skimming.		
3. Help the children look for answers to their remaining questions.	X	X
After library visits		
1. Have the children prepare a report on owls.*	X	
2. Have the children complete an illustration depicting the information gained.	X	

* See pages 19-20 of *Cut & Paste Super Book*, Creative Teaching Press, 1983, for an owl shaped booklet.

Evaluation:

Evaluation of completed charts

Evaluation of written report

Evaluation of illustration

Follow-up activities:

1. Discuss the ecological issue of owls vs. lumbering. Have the class write a letter to President Clinton or Vice President Gore expressing its view. Send the letter by mail or Internet @ Whitehouse.gov.
2. Read an owl poem aloud. Discuss with the children whether the poem depicts owls accurately.
3. Have a small group conduct research on the owl in Hawaii, if the question did not emerge in class. Extend the research to extinction of the pueo. Contact the Land and Natural Resources Department for information and/or a guest speaker; other resources may be found in the Hawaii FYI directory.

Research Chart

QUESTION	ANSWER	SOURCE
		Title: Discovering Owls Page number:
		Page number:
		Page number:

Topic: Endangered animals

Grade level: 3

Time allotted: Four 45-minute periods

Objectives: Students will:

Classroom -

1. Locate and use "scientific" information.
2. Make picture stories and records of observations and investigations.

Library -

1. Use various search strategies and locational skills to retrieve a range of resources.
2. Locate, select, and evaluate information from various sources.

Research steps: 4, 7, 8, 9d

Technology emphasis: Introduction to electronic encyclopedias

Resources needed:

Hey! Get Off Our Train; Aardvarks, Disembark; National Geographic's *Mammals* on compact disk; electronic encyclopedia; print encyclopedias; books

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Read *Hey! Get Off Our Train* aloud.	X	
2. Discuss the issue of endangered animals; ask students to name the endangered animals in the story and to add others.	X	
3. Divide the class into groups of two and ask them to select an animal to research.	X	
4. Ask the class to list the information they should find; cue to the questions on the research chart.	X	
5. Distribute research charts and have groups record their predictions.	X	
6. Send the list of selected animals to the librarian.	X	

	Teacher	Librarian
During initial library visit		
1. Ask the class where they should look for information; list.	X	
2. Introduce the compact disk products and the magazine articles available for research; have the groups decide which partner will use each of the resources; explain the use of the resource list.	X	
3. Assist students in gathering and interpreting information to complete their research charts and resource lists.	X	X
During subsequent library visit(s)		
1. Discuss any problems students may have encountered; suggest solutions.	X	X
2. Assist students in gathering and interpreting information to complete their research charts and resource list.	X	X
After library visits		
1. Have students complete their retrieval charts.	X	
2. Send small groups of students to the library to gather additional information as needed.	X	

Evaluation:

Evaluation of completed retrieval charts and resource lists

Teacher observation of group cooperation

Follow-up activities:

1. Create a class book following the model of *Hey! Get Off Our Train*
2. Combine the group research charts into a class chart.
3. Design a class mural showing the endangered animals, dividing by habitat; place a world map over the mural with a strand of yarn from each animal to its geographic location.
4. Write a report on the endangered animal, posting it on a large illustration of the animal.
5. Write a letter to the Environmental Protection Agency expressing the class's concern about endangered animals.
6. Write a skit about the endangered animal.
7. Create a diorama of a habitat with papier mache models of its endangered animals.
8. Visit the zoo to analyze the appropriateness of the zoo's display of endangered species; interview a zoo employee about the endangered animals.

RESEARCH CHART

	PREDICTION	ACTUAL DATA
What does the animal look like?		
What kind of covering does the animal have?		
What does the animal eat?		
What is the animal's habitat?		
How is the animal adapted to its habitat?		
Why is it endangered?		

RESOURCE LIST

Books

1. _____,
   Title

   _____,

   _____, p. _____.
   Date Page number

2. _____,
   Title

   _____,

   _____, p. _____.
   Date Page number

3. _____,
   Title

   _____,

   _____, p. _____.
   Date Page number

Encyclopedias

1. _____,
Title

_____,

_____, vol. _____ p. _____.
Date Volume number Page number

2. _____,
Title

_____,

_____, vol. _____ p. _____.
Date Volume number Page number

Magazine

"_____

_____"
Title of Article

_____

_____.
Title of Magazine

_____, p. _____.
Month and Year Page Number

Topic: Wolves

Grade level: 4

Time allotted: Three to four 45-minute periods in class
Two to three 45-minute periods in library

Objectives: Students will:

Classroom -

1. Locate and use "scientific" information.
2. Communicate and share ideas through written or oral reports or displays.

Library -

1. Develop appropriate questions by brainstorming ideas about the central question.
2. Locate, select and evaluate information from various sources.

Research steps: 2-6, 8, 10

Technology emphasis: Use of encyclopedias and magazine index on compact disk; use of online public access catalog

Resources needed:

Dream Wolf by Paul Goble; newsprint and markers; *Middle Search* on compact disk; electronicencyclopedia; print encyclopedias; National Geographic's Mammals on compact disk; photocopied magazine articles; on-line public access catalog.

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Read *Dream Wolf* and *Lon Po Po* aloud to class. Compare/contrast wolves in the two stories. Ask which they think is more accurate.	X	
2. Ask the class what they know about wolves; list answers on newsprint.	X	
3. Instruct students to find more information during a library visit and write a brief report.	X	
4. Divide the class into groups of four and help students determine group roles.	X	

	Teacher	Librarian
During initial library visit		
1. Seat students by groups.	X	
2. Review purpose of library visit.	X	
3. Ask students to suggest different kinds of materials that might provide information. Have students fill in a checklist.	X	
4. Assist students in locating resources and finding information.	X	X
During interim class visit		
1. Ask students to add to the list of what they know about wolves. Ask them to share how and where they found information, e.g., key words, alternative resources.	X	
2. Solicit suggestions for other information students would like to gather. Cue for higher level thinking, e.g., How is the wolf often depicted in fairy tales? Why?	X	
3. Help the class organize the questions by webbing. Have each group choose a question or group of questions to research.	X	
4. Help the class decide on how information will be shared.	X	
During subsequent library visit(s)		
1. Discuss additional sources of information not used previously.	X	
2. Provide a research grid to list questions, answers, and citations.	X	X
3. Assist students in locating resources and finding information.		X
After library visits		
1. Have students complete their research project.		
2. Send small groups to the library for additional research as needed.		

Evaluation:

Project checklist

Evaluation of non-written research product*

Follow-up activities:

1. Write a poem (acrostic, haiku) about wolves.
2. Debate whether wolves should or should not be protected.
3. Write a tale in which the wolf is depicted true to facts.
4. Find other books and poems about wolves. Decide whether they are accurate or not.
5. Create a "stuffed" wolf in groups, using actual size, color to integrate math and art.
6. Create a bulletin board habitat to put wolves in their natural environment, creating a need to study their environment in greater depth.
7. Review the two stories read earlier. Ask students to discuss whether their views have changed.

* Adapted from Nancy Polette's *How-to Book of Literature-Based Reading*. Book Lures, 1991.

Research Grid

TOPIC	BOOK Author _____ Title _____ _____	MAGAZINE Author _____ Title of Article _____ _____	ENCYCLOPEDIA Article _____ Encyclopedia _____ Vol. _____
QUESTION 1:			
QUESTION 2:			
QUESTION 3:			

Topic: Colonial America

Grade level: 5

Time allotted: Four 45-minute periods.

Objectives: Students will:

Classroom -

1. Develop an understanding and appreciation of people and environments in their own and other cultures.
2. Develop understanding of historical and social science concepts and generalizations.

Library -

1. Use various search strategies and location skills to retrieve a range of resources.
2. Locate, select and evaluate information from various sources.

Research steps: 2, 4, 6, 7, 8, 10, 12

Technology emphasis: Use of encyclopedias and magazine index on compact disk; use of online public access catalog

Resources needed:

The Witch of Blackbird Bird Pond; resources on colonial life; key word search map; encyclopedias and magazine index *Middle Search* on compact disk; online public access catalog

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Read aloud *The Witch of Blackbird Pond*. Discuss the story with the children. List the characters from the story. At the end of a chapter, have the students write an account of the events and their feelings from the viewpoint of one of the characters. Students can change characters after each chapter.	X	
2. Ask them to brainstorm colonial American topics they would like to learn more about. List on newsprint. Create a web of related topics.	X	

	Teacher	Librarian
3. Divide the class into small groups and ask them to select a related topic they want to research and decide on three questions they would like to answer. Have them fill in the first column of a research grid.*	X	
During initial library visit		
1. Discuss key word strategies with the class. Have each group prepare a key word search map.		X
2. Elicit from the class the various types of resources they may explore; have the group assign one group member to each type, e.g., electronic encyclopedia, print encyclopedias, books, magazines.	X	
3. Assist the students in locating and using information to fill in the second and third columns of the research grid.	X	X
During interim class period		
1. Discuss with the students how their final product can involve higher level thinking skills, e.g., compare and contrast an aspect of colonial life with the same aspect in modern times.	X	
2. Brainstorm with the students various means of sharing their information with others.	X	
3. Interview the class to discover what kinds of problems they may be encountering. Explore what additional information they may need to create the final product.	X	
During subsequent library visit(s)		
1. Discuss the problems identified, with possible library assistance.	X	X
2. Continue research and assistance to groups.	X	X
3. Schedule additional library visit(s) with class or small groups.	X	

* See grade 4 lesson for a sample grid.

	Teacher	Librarian
After library visits		
1. Assist students in completing their projects.	X	
2. Send small groups or individuals as needed to the library for additional research.	X	

Evaluation:

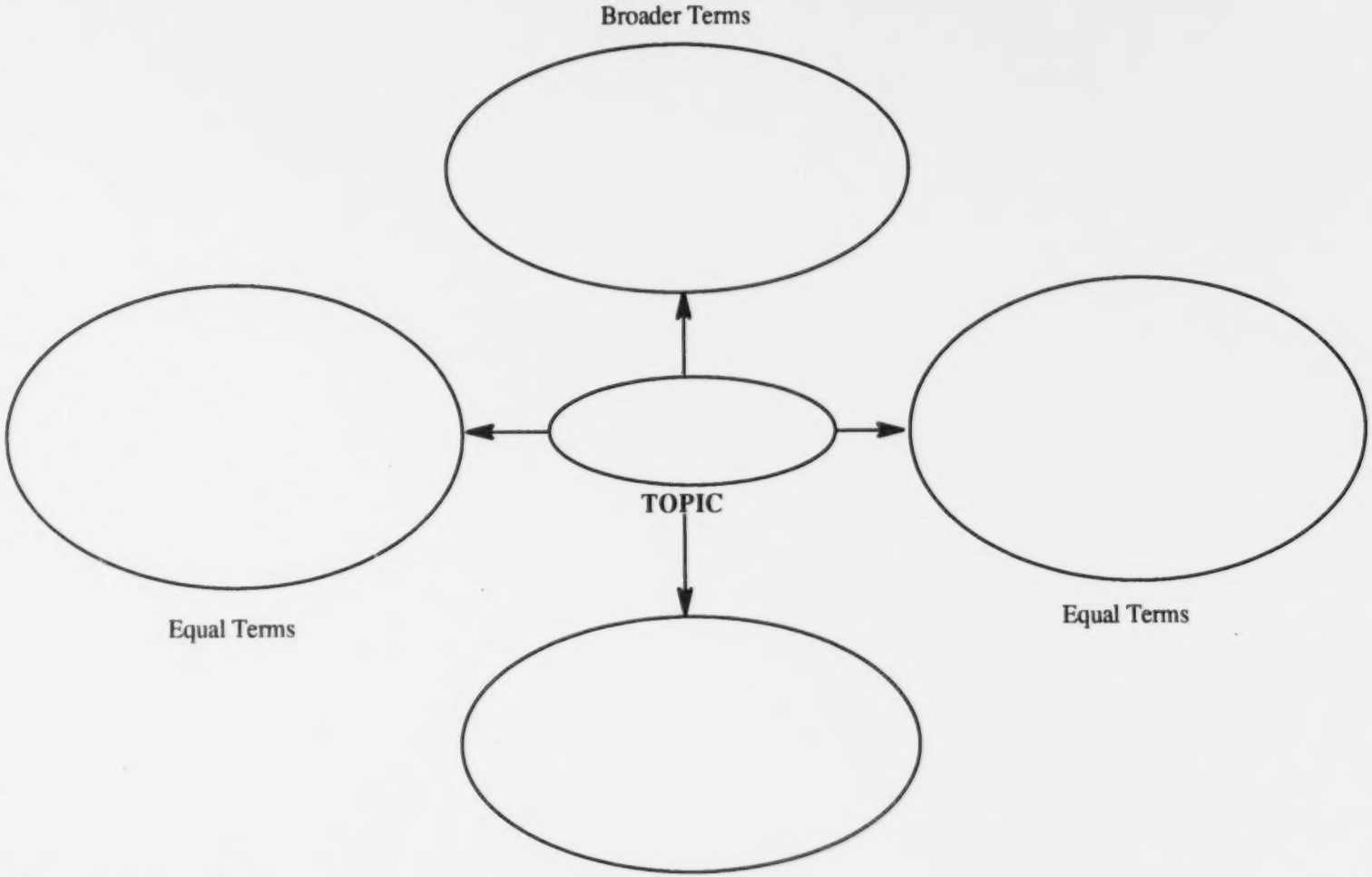
Completed grids

Self-, peer-, teacher-evaluation of final product

Follow-up activities:

1. Have students write a short story, play, or poem incorporating the information gained from all the groups in the class.
2. Plan a colonial American school day using only the teaching materials true to the period, e.g., no electric lights, computers, chalkboard. Invite other grade levels to visit to observe a colonial American classroom.
3. Create a class mural depicting colonial American life.
4. Have students write a diary from a colonial child's perspective.

KEY WORD SEARCH MAP



The following lesson is part of a major unit involving a wide variety of activities, culminating in a school-wide medieval fair conducted by the sixth grade. The unit includes several research opportunities,

1) learning about medieval clothing in preparation for creating costumes for the fair,
2) finding descriptions and floor plans of medieval castles in order to create scale models,
3) searching for information about the fair activities, e.g., tumbling, games, puppetry,
4) learning about heraldry prior to creating a personal coat of arms,
5) gathering information for a mini-report on a Middle Ages topic.

The lesson detailed focuses on the mini-report, shown as item 5 on the Camelot Challenges levels 1-4. It may be implemented independently of the total unit.

The unit was designed by Moanalua Elementary School teachers Debi Hatada, Marian Hayashida, Jeanette Masuda, and Gloria Matsumura, based on a concept developed by teachers at Punahou Schools, Honolulu, Hawaii.

Topic: Middle Ages

Grade level: 6

Time allotted: varies

Objectives: Students will:

Classroom -

Develop understanding of historical and social science concepts and generalizations that are useful in learning about present life.

Library -

1. Use various search strategies and location skills to retrieve a range of resources.
2. Locate, select and evaluate information from various sources.

Research steps: 1-12

Technology emphasis: Use of online public access catalog, videotapes, filmstrips, encyclopedias and magazine index on compact disk

Resources needed:

The Hundred Dresses; Erec and Enid; resources on the Middle Ages; key word search map; encyclopedia on compact disk; *Primary Search* on compact disk.

Steps involved:	Teacher	Librarian
Before library visit		
1. Read *The Hundred Dresses* aloud; discuss why the main character was not popular with her classmates; cue to the concept of class consciousness.	X	
2. Explore with students how modern society divides itself into classes; discuss the perceived characteristic of each and whether anyone can move from one social strata to another.	X	
3. Explain that the class will study a period of history when classes were strictly defined.	X	
4. Read *Erec and Enid*, discussing and listing medieval social classes and other related topics.	X	
5. Explore information included in the social studies text.	X	
During initial library visit		
1. Book talk fiction books about the Middle Ages.		X
2. Have students browse through the non-fiction materials to develop a general context of the period and to explore possible research topics.	X	X
Prior to the second library visit		
1. Share the list of possible topics and discuss; have students select one of the topics or one of their own choosing with teacher approval.	X	
2. Help students develop a list of questions to answer, placing them in a web or outline.	X	
During subsequent library visits		
1. Have students fill in a key word search map.		X
2. Ask students to name the resources they plan to explore and what index is available for each; list on the chalkboard.		X
3. Assist students in locating information.	X	X

	Teacher	Librarian
On-going classroom activities		
1. Assist students in completing their projects.	X	
2. Send small groups or schedule a class visit to the library for additional information as needed.	X	

Evaluation:

Product evaluation

Completed project timeline

Follow-up activities:

1. Create a diorama, mural, display board, or skit to share information about their topic.
2. Write a story, play, or poem incorporating the information shared by the class.
3. Share the information with a class in another grade level, using oral communication and another means of communication, e.g., visuals, sample foods.

POSSIBLE SUBJECTS

FOR YOUR Middle Ages MINI REPORT

ARCHITECTURE, (Gothic)
ARMOR
ART (Stained Glass, Tapestry)
ARTISANS and GUILDS
BOOKMAKING
CASTLES
CATHEDRALS
CLOTHING
CLERGY
CRIME and PUNISHMENT
CRUSADES
ENTERTAINMENT (Court Jester, Minstrels)
FAMOUS PEOPLE

- King Arthur
- Sir Galahad
- Sir Lancelot
- Sir Mordred
- Merlin
- Guinevere
- Joan of Arc
- Francis of Assisi
- St. Bernard
- Saladin
- Robin Hood
- King John
- King Richard
- Eleanor of Aquitaine
- King Henry I
- King Henry II
- Marco Polo
- William the Conqueror
- Charlemagne
- Roland

FEUDALISM
FOODS
GAMES
KNIGHTS and KNIGHTHOOD
LEGENDS
LIFE OF A LADY IN A CASTLE
LIFE OF A PEASANT
MARRIAGE CUSTOMS
MEDICINE
MONKS and MONASTERIES
NUNS and CONVENTS
PLAGUE (The Black Death)
SPORTS
SUPERSTITIONS and SORCERY
TOOLS and TECHNOLOGY
TOURNAMENTS
UTENSILS
and COOKING ARTICLES
WEAPONS

...YOUR CHOICE!

Camelot's Challenges
Level 1

KING'S PAGE

1. Read about heraldry. Design a Coat -of -Arms for your family. Include two to four things that symbolize it. Mount your Coat-of-Arms (Get paper from Merlin's apprentice).

2. List twenty words and/or questions from your reading in chapter 8 of your social studies text. Write in your best penmanship and include the answers. Pass an oral test on these facts.

3. Dress a paper doll in clothing worn by anyone in the middle ages. You may design something or copy something you have found. Be sure to include a brief description of the role this person played in medieval society.

4. Read about the life of a page, squire, knight, lady-in-waiting, lady, or princess. Using what you know about good writing, keep a five day diary that includes at least five facts about that person's life. Be creative and include emotion and comparison. Underline the fact that you include.

5. Do a webbing/questions for your final paper (see next page).

6. Strengthen your body by doing fifty jumping jacks, or jumping rope thirty times without stopping.

7. Do a good deed for someone in your life without their knowing it.

8. Earn all possible points for any three days in a week.

9. Practice CHIVALRY!

After completing all of these steps, ye are eligible to become a

Lady-in Waiting **or a** Squire

Merlin's Apprentice: _____ Date: _____

Camelot's Challenges
Level 2

LADY-in-WAITING / SQUIRE

1. Read about weaponry, farming tools or armor in the Middle Ages. Make a chart depicting at least four different types of weapons, tools, or armor and a brief description of their uses.
2. Create a piece of weaponry, tool, or armor from things you find at home. Be able to explain it use to the class, or create a lady's headpiece from things you find at home and present it to the class.
3. Strengthen your body by running a mile in one week. You may count your P.E. mile as one.
4. Find out about inscribed lettering. Who did it? and Why? Create an inscribed letter using your last name initial as the letter of choice. Use white 8-1/2 inch by 11 inch paper. Your decorated letter should be hand-done and fill the whole page. Be sure to use color and mount it on a separate sheet of construction paper.
5. Do note-taking for your final paper. Practice good skills.
6. Do a good deed for Merlin's apprentice.
7. Keep a clean desk and cubby for five consecutive days.
8. Earn all possible points for four days in a row.
9. Practice Chivalry once again!

After completing all of these steps, ye are eligible to work towards becoming a

Lady **or a** Knight

Merlin's Apprentice: _____ Date: _____

Camelot's Challenges
Level 3

LADY / KNIGHT

hear ye! hear ye!

Ye are now embarking on thy quest as a Lady or Knight.
Ye must surpass these hurdles. Good Fortune!

1. Research parchment paper. Create your own parchment-like paper. (If you are using the candle method, be sure to have adult supervision). Make two sheets (one for your next level).
2. Transcribe on parchment-like paper your code of chivalry. Use Gothic or Medieval lettering as did the scribes. Begin it in this way:

   I, *Lady So-and-so* or *Sir So-and-so* do solemnly promise to...

   ...and then list the things that you will do in your own life.
3. Memorize a nursery rhyme that originated from the Medieval times and recite it to the class on a specified date. You may work in pairs or groups.
4. Obtain a grade of an "A" on any test or quiz in any subject within the next two weeks.
5. Write the first draft of your final paper.
6. Improve your physical endurance by doing thirty sit-ups or fifteen push-ups every day for five days.
7. Practice Chivalry! (Ye must be good at it now)

Few persons have been able to come thus far.
Ye must truly be of Royal Blood! Go forth and seek thy fortune as a

Princess or a Lord

Merlin's Apprentice: _____ Date: _____

Camelot's Challenges
Level 4

PRINCESS/LORD

1. Create colorful flags with coat-of-arms; see Merlin's apprentice.
2. Do not watch television for five days in a row.
3. The classroom is full of games. Choose two of the ones approved by Merlin's apprentice. Your opponent must be a SQUIRE or a KNIGHT. The object of this task is not to win, but to play fair and show good sportsmanship. PLAY FAIR AND SHOW GOOD SPORTSMANSHIP.
4. Reach out to a schoolmate that you do not usually reach out to. Do something like eat lunch with them or help them with an assignment. When you have done this - write a brief description of what you did, and how it went (a paragraph or two).
5. Write the final paper for your report.
6. Do a good deed for Merlin's apprentice.
7. Do twenty minutes of meditation with nature. Try your best to concentrate on nature and the world around us.
8. Write a poem about the time, from the point of view of a Lord or Lady. Write on parchment paper in your best Middle Ages writing. Use an illuminated first letter. Be sure to include what you have learned about poetry this year. Do not rhyme.
9. Practice Chivalry once again!
10. Make a crown fit for a king or queen.

Ye are nearly there...few have traveled so far!!

Camelot is in Sight . . .

Merlin's Apprentice: _____ Date: _____

Read on!

Camelot's Challenges
Level 5

KING / QUEEN

1. Do a unit-culminating activity which incorporates all that you have learned, and do a ten- to fifteen-minute oral presentation to another classroom (other than a sixth grade classroom).
2. Your paper should be displayed on poster board, along with the other items you have created in this adventure to Camelot. Be sure your work is layered and neatly done, with proper labels and information. Practice with others to perfect your presentation.
3. See Merlin's apprentice.

Congratulations, O mighty King or Queen.

Ye have reached the gates of Camelot! A great feast and celebration await thee in thy honor, followed by a magnificent coronation to highlight this royal event. Ye have won the hearts of thy people. We honor thy name, and we bow before thee...

Welcome to Camelot!

Merlin's Apprentice: _____ Date: _____

RESEARCH REPORT

Your research report for Camelot's Challenges must include the following steps:

LEVEL 1: ***PLAN*** _____ (due date)

_____ Decide on a Topic - read, read, read

_____ Brainstorm possible areas of exploration by doing a web or mind-map

_____ Use the KWL strategy to ask yourself key questions about your topic:

K = What I Know

W = What I Want to know

L = What I Learned

LEVEL 2: ***ORGANIZE*** _____ (due date)

_____ Gather different resources

_____ Note-take: (use any of the following methods)

* Index cards
* Outline
* T-Bar

LEVEL 3: ***FIRST DRAFT*** _____ (due date)

_____ Peer Edit

_____ Revise

_____ Teacher-Feedback

LEVEL 4: ***FINAL DRAFT*** _____ (due date)

_____ Cover: Illustrated with title and your name centered.

_____ Title Page: Title and your name, date, grade, room; centered with no illustrations

_____ Preface: Tell the reader what this paper is about and why you are researching it.

_____ Table of Contents: do last, after all pages of body are done, then place on the bottom right hand corner of each page, neatly.

_____ Body: * by chapter and heading
* each chapter on a separate page
* illustrations on the same page or another page
* illustrations must be labeled and colored
* illustrations must be hand-copied/-drawn

_____ Bibliography: include sources, listed alphabetically.

Examples: (note punctuation)

1. Books:

   Miller, Ward S., Word Wealth. New York: Holt, Rinehart and Winston, 1978

2. Encyclopedias:

   The New Encyclopedia Britannica. Chicago: Encyclopedia Britannica, Inc., 1968, Vol. 1 pp. 391-394.

3. Magazines:

   Hunt, Sonia, "Mammals and Their Young." National Geographic Magazine, January 9, 1993, Vol. 45, pp. 35-39.

LEVEL 5: ***PRESENTATION*** _____ (due date)
(optional)

_____ Create a display board that highlights your research.

_____ Arrange with Merlin's apprentice a time and classroom for you to do your presentation to.

_____ Meet with the lower grade teacher to give information about your presentation.

_____ (Teacher)

_____ Be prompt and prepared on your presentation date.

Topic: Fields of science

Grade level: 7

Time allotted: 3 class periods, 4 library periods

Objectives: Students will:

Classroom -

1. Increase [their] knowledge of the nature of science.
2. Value science as one way of learning and communicating effectively about self, others and the environment.
3. Understand the relationships among disciplines of science.

Library -

1. Locate, select and evaluate information from various sources.
2. Analyze, synthesize, interpret information.

Research steps: 3, 7, 8, 10

Technology emphasis: electronic encyclopedia; electronic magazine index

Resources needed:

Worksheets; electronic and print encyclopedias; *Reader's Guide Abstracts* on compact disk; online public access catalog; books; art materials.

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Have students complete the fields of science chart, the roots of words worksheet, and the webbing map.	X	
2. Assist students in selecting a format for their final product, e.g., poster, pamphlet, booklet, song, display board, mobile.	X	
3. Explain the project checklist.	X	

During library visits	Teacher	Librarian
1. Provide instruction on the use of key words and searching strategies for specific databases.		X
2. Discuss the importance of adjusting the topic as needed based on the availability of information.		X
3. Instruct students to complete a question sheet, resources chart, and note taking worksheet.	X	
After library visit		
1. Have students complete their chosen product.	X	
2. Conduct a sharing session.	X	

Evaluation:

Project checklist

Evaluation of product

PROJECT CHECKLIST

Due Date	Task	Comments	Points
_____	Turn in root word worksheet		5
_____	Turn in fields of science chart		5
_____	Turn in web		5
_____	Turn in key word listing chart		5
_____	Turn in product research		50
_____	Turn in self-evaluation		5
			_____
		Total	75

Name: _____ Period: _____

Grading Sheet - LIBRARY PROJECT: FIELDS OF SCIENCE

Met **DUE DATE = MONDAY, December 13** _____

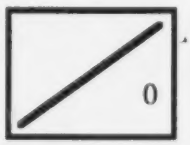
(ONE day late = -2; TWO days late = -4...)

Turned in **3 Library Usage** sheets _____

QUESTION DEVELOPMENT/RESOURCE/NOTE TAKING (graded and recorded elsewhere)

	POINTS POSSIBLE	POINTS EARNED
1. INFORMATION	25	_____
6 facts? (-2 for each deficient) thorough? coincides with notes?		
2. CREATIVITY	10	_____
report (-5) flair? unique?		
3. OVERALL DESIGN	15	_____
title? neat? size? effort? pencil? color? paper?		

FINAL PROJECT GRADE = **TOTAL POINTS =**



A B C D F

Topic: Mathematics history

Grade level: 7

Time allotted: Five 45-minute periods

Objectives: Students will:

Classroom -

Develop an understanding of the importance and relevance of mathematics historically and in the world today.

Library -

1. Use various search strategies and locational skills to retrieve a range of resources.
2. Be aware of and practice ethical use of information.

Research steps: 1, 7, 8, 9, 10, 11, 12

Technology emphasis: electronic encyclopedia and magazine index; online public access catalog; computer database

Resources needed:

Electronic and print encyclopedias; *Reader's Guide Abstracts* on compact disk; on-line public access catalog; books; computer database software; worksheets.

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Have students use a textbook or any library resource to compile a class list of notable mathematicians.	X	
2. Assist students in selecting an individual mathematician for research.	X	
During initial library visit		
1. Instruct students to gather information for a one-page report.	X	
2. Provide instruction on the use of key words and search strategies for reference material.		X
3. Assist students in locating resources and information.	X	X
4. Provide suggestions for note taking.	X	X

	Teacher	Librarian
During class period		
1. Assist students in organizing their notes.	X	
2. Have students to write a rough draft.	X	
3. Instruct students in the use of a computer to enter, edit, save, format, and print the written report.	X	
4. Have students brainstorm and refine a list of types of data needed for each mathematician to create a class database.	X	
5. Provide students with the opportunity to conduct further research on the same topic or to select another mathematician.	X	
During second library visit		
1. Instruct students in the use of print and and electronic databases. Students may work in pairs even though each will have a different topic.		X
2. Assist students in locating resources and information.	X	X
3. Suggest alternative search strategies, as needed.	X	X
During class period		
1. Instruct students in the definition of a database, its purpose and structure, and how to input and retrieve information.	X	
2. With the computer teacher, assist students in constructing a class database with the pre-determined fields and in entering information in the database.	X	
3. Have students share research results orally.		

Evaluation:

Development of a list of at least 17 questions to be used in searching the database

Evaluation of written products, oral report

Student self-assessment survey

Follow-up activities:

Invite other students to answer questions using the database.

Name: _____ Date: _____

Name: _____ Date: _____

LIBRARY RESEARCH PATHFINDER

Dear Mathematician:

Let's see how well you and your partner can work together in the library to find all of the data for the agreed upon categories on your ancestors. The names of your ancestors are_____ _____ and _____.

Go to each of the information resources and collect the bibliographic information requested. *Good Luck! Think of this as a treasure hunt with each clue leading you closer to the treasure.*

A. Encyclopedia Find (Print and/or CD ROM)

Title of encyclopedia:_____

Keyword(s): _____Volume #: _____ Page: _____

Search Strategy _____

(If using the CD ROM, print out information and attach. If using a print encyclopedia, attach notes. Two pages maximum).

B. Encyclopedia Find (Print and/or CD ROM)

Title of encyclopedia:_____

Keyword(s): _____Volume #: _____ Page: _____

Search Strategy _____

C. Encyclopedia Find (Print and/or CD ROM)

Title of encyclopedia:_____

Keyword(s): _____Volume #: _____ Page: _____

Search Strategy _____

D. Moanalua Online Search (Do a subject or keyword search)

Title of Book: _____

Author: _____ Call #: _____

Search Strategy _____

(Write out a list of books in your search)

E. Videotex: Technical Search (OPAC - HSPLS)

Title of Book: _____

Author: _____ Call #: _____

Search Strategy _____

(Write out a list of books in your search)

CONGRATULATIONS!

If you have done everything listed previously and reached this point, you should have enough information to start making some serious decisions about your mathematician. Take some time to read, discuss and check to see if you have all the necessary data.

_____**1. With your partner, check each other's research.**

When you feel you have all of the data and have filled out the data list,

_____**2. Check your partner's list.**

_____**3. When everything is complete, then go to the Macintosh Lab to input your data.**

Evaluation: ASK YOURSELF, "WHAT MORE DO I NEED TO KNOW?"

_____**4. With your partner, outline a strategy for any future searches (minimum 1 page).**

(With your partner, circle the I know, you know)

Name _____

* I know how to cooperate
* I know how to think
* I know how to listen for information
* I know how to share information
* I know how to follow directions
* I know how to act in the library
* I know how to act in the Mac Lab. *Partner, "Do you agree?"* _____

Name _____

* I know how to cooperate
* I know how to think
* I know how to listen for information
* I know how to share information
* I know how to follow directions
* I know how to act in the library
* I know how to act in the Mac Lab. Partner, "Do you agree?" _____

Mathematician Data

1. birthdate
2. place of birth
3. age at time of death
4. place of death
5. place of residence - where he/she lived
6. school - name of / grade completed
7. college - name of / graduated?
8. married - yes or no
9. number of children
10. hobbies
11. health
12. contribution to math
13. author of ?
14. other subjects he/she is known for
15. gender - male or female
16. occupation/job
17. picture (how did he/she look)

Database Entry

First Name	
Gender	
Country of Birth	
Place of Death	
Grade Completed	
Married?	

Last Name	
Birthdate	
Age at death	
Place of residence	
Name of college	
No. of children	

Hobbies	
Occupation	
Contribution #1	
Contribution #2	
Contribution #3	
Author of:	
Other subjects:	
Health	
Description	

PROJECT CHECKLIST

Due Date	Task	Comments	Points
_____	Turn in outline, web		5
_____	Turn in notes for checking		25
_____	Turn in product		50
_____	Present oral report (result of search)		30
_____	Self-, peer-, teacher-evaluation		15
		Total	125

Topic: Countries of the world

Grade level: 7

Time allotted: Five periods

Objectives: Students will be able to:

Classroom - Identify and use historical and social science knowledge and modes of inquiry in understanding the historical development of people and society.

Library - Locate, select and evaluate information from various resources.

Research steps: 1, 7, 8, 9, 10, 11

Technology emphasis: electronic encyclopedia and magazine index, online public access catalog; computer database and print software.

Resources needed:

Electronic encyclopedias; *Reader's Guide Abstracts* on compact disk; online public access catalog and books; computer database software; print references; *Print Shop* software.

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Discuss reference tools including almanacs, atlases, encyclopedias, *Reader's Guide*, dictionaries.	X	
2. Solicit suggestions from students on possible countries to research.	X	
3. Discuss the correct format for an acrostic poem, thank you letter, and bibliography.	X	
4. Direct students to choose a country to investigate.	X	
5. Suggest that students keep a log of any information about their countries they gather from newspaper, television, radio.	X	
During initial library visit		
1. Instruct students on the use of the electronic resources available for research.		X
2. Train student tutors to assist with electronic resources, directing students to print relevant information from at least two sources.		X
3. Assist students in gathering at least ten facts on their topic.	X	X

During a class period	Teacher	Librarian
1. Assist students in categorizing facts and selecting the five most important.	X	
2. Have students compose acrostic poems and complete bibliographies.	X	
3. Instruct students in the use of the Print Shop software.	X	
4. Have students compose their report and complete their product.	X	

Evaluation:

Project checklist

Evaluation of written product

Evaluation of oral presentation

Follow-up activities:

Create one or more of the following: travel poster, postcards, travel brochure, travel journal, pop-up book.

Topic: Career exploration

Grade level: 8

Time allotted: Six 45-minute periods

Objectives: Students will be able to:

Classroom - Identify the training, skill, and background requirements of at least one occupation in which the student is interested.

Library -

1. Locate, select and evaluate information from various sources.
2. Choose and reporting format appropriate for purpose and audience.

Research steps: 1-12

Technology emphasis: electronic encyclopedia and magazine index; online public access catalog; videotex; online database searching.

Resources needed:

Electronic and print encyclopedias; *Reader's Guide Abstracts* on compact disk; online public access catalog; books; Hawaii FYI; Career Kokua.

Steps involved:	**Teacher**	**Librarian**
Before library visit		
Have students identify various occupations and select one for research.	X	
During initial library visit		
1. Instruct students to gather information for a one-page report.	X	
2. Provide a general orientation to available resources for gathering information.	X	
3. Assist students in locating resources and information.	X	X
4. Provide assistance in note taking.	X	X

	Teacher	Librarian
During class periods		
1. Direct students to complete one-page report.	X	
2. Have students complete the Quest.	X	
3. Direct students to develop a list of relevant questions to guide the search.	X	
4. Instruct students in developing a key word map or list of words to use in the search.	X	
5. Suggest a variety of ways to share the information gathered, e.g., booklet,	X	
During second library visit		
1. Instruct students in the use of specialized encyclopedias and the strategies specific to relevant databases.	X	
2. Assist students in locating resources and information.	X	X
3. Suggest alternative search strategies, as needed.	X	X
During class period		
Assist students in the completion of a product to share information.	X	

Evaluation:

Project checklist

Evaluation of written or media products

Evaluation of oral presentation

Self- and peer-evaluation

Follow-up Activities:

1. Invite a guest speaker from one of the occupations chosen by the class for further exploration.
2. Create a classroom comparison grid on the occupations researched.

Topic: Race discrimination

Grade level: 10

Time allotted: 3-4

Objectives: Students will:

Classroom - Respect and appreciate the diversity and interdependence of the world's peoples and societies.

Library -

1. Locate, select and evaluate information from various resources.
2. Analyze, synthesize, interpret information.

Research steps: 2, 3, 4, 6, 7, 8, 9, 10

Technology emphasis: video tape; electronic encyclopedias and magazine indexes; videotex.

Resources needed:

Video: *A Time for Justice*; *Letter from Birmingham Jail*, with worksheets; materials on racial discrimination; question grid worksheet; key word map; resource worksheet; bibliography worksheet; electronic encyclopedia; *Readers Guide Abstracts*; *InfoFinder*; videotex terminal

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Show video as an introduction to unit.	X	
2. Have students read and analyze the *Letter from Birmingham Jail*.	X	
3. Have a "read-in" on civil rights, including current as well as historical facts on civil rights and race discrimination.		X
4. Have students select a race discrimination topic and develop relevant questions.	X	
5. Help students select the format of the final product.	X	
6. Have students prepare a plan for the product and its time table, to be submitted for approval.	X	

	Librarian	Teacher
During initial library visit		
1. Introduce library resources to the students.		X
2. Discuss the need to select appropriate resources for the topics; have the students complete a resource worksheet.		X
3. Introduce the idea of key word searching; have the students complete a research worksheet.		X
4. Assist the students in finding information and completing the bibliography worksheet.	X	X
During subsequent library visit(s)		
1. Have students review their information, modifying the search as needed.	X	X
2. Assist students in locating information.	X	X
After the library visit		
Have students complete their product.	X	

Evaluation:

Completion of worksheets, plan, and product

Evaluation of product*

Survey of the use of technology in research

* Adapted from Nancy Polette's *How-to Book of Literature-Based Reading*, Book Lures, 1991.

ANNOUNCING

A READ-IN

Topic:

Who:

When: Any open period

Where: In the Library

How:
1) Everyone selects something to read pertaining to the topic.
2) Read silently for 10 - 15 minutes.
3) Take a card and write one important thing learned from reading.
4) Go around the table and each person shares.
5) Repeat, but choose another piece of literature.

Why: To become aware of issues.
To find out what the problems are and what can be done.

Please schedule me during _____ period on _____ (day),
_____ (date), or on _____ (2nd choice).

_____
Signature Room

Please place in librarian's box and await confirmation.

TOPIC FOCUSING

TOPIC: _____

Who?	
What?	
Where?	
When?	
Why?	
How?	

87

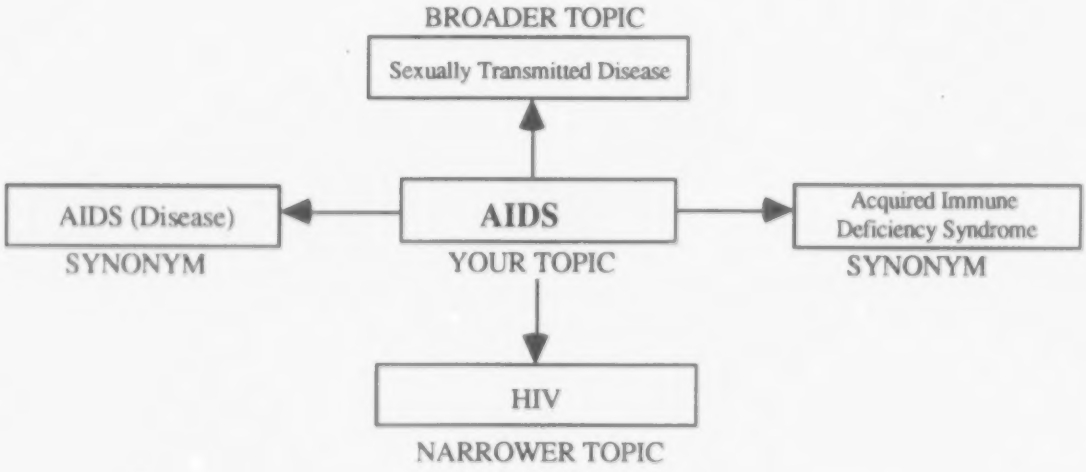
Name: _____ Date: _____ Per. _____

RESEARCH WORKSHEET

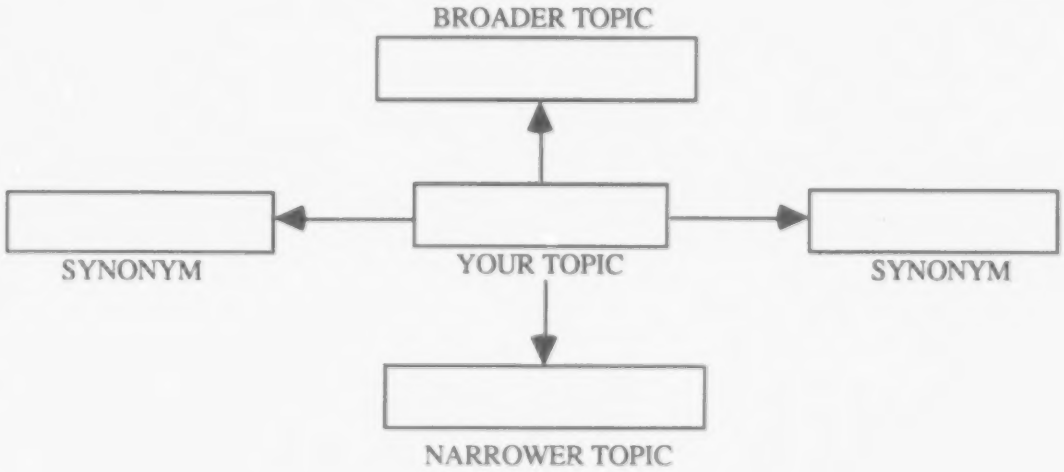
Complete this worksheet to help you find information.

TOPIC: _____

I. PLAN YOUR KEYWORD STRATEGY SAMPLE OF KEYWORD MAP



YOUR KEYWORD MAP _____



NAME: _____ DATE: _____ PER. _____

WHICH RESOURCES ARE MOST USEFUL FOR MY RESEARCH?

TOPIC/THESIS SENTENCE: _____

_____

I need lots of information and facts Yes _____ No _____

If yes, then look at
- Books (ONLINE PUBLIC ACCESS CATALOG)
- Encyclopedia (print, CD)
- CD-ROMS
- Hawaii FYI (libraries, government)

I need current information and facts Yes _____ No _____

If yes, then look at
- Magazine Indexes (*Reader's Guide*, CD-ROMS, TOM, Dialog)
- Newspaper Index (*Honolulu Star Bulletin* and *Advertiser*)
- Almanacs
- Xpress Xchange
- Hawaii FYI (legislative bills)

I need current information and facts Yes _____ No _____

If yes, then look at
- Atlases (print, CD)
- Books
- Picture File
- Hawaii FYI

I need _____
(fill in special need)

I can possibly find information at (discuss with teacher or librarian):

_____

_____

_____

NAME: _____ DATE: _____ PER. _____

RACE DISCRIMINATION - LIBRARY RESOURCES

TOPIC / THESIS STATEMENT: _____

This worksheet will help you identify sources of information, and help you complete your bibliography. You may find information about your topic from the following sources:

BOOKS - Use the ONLINE PUBLIC ACCESS CATALOG (computer catalog). Choose the "keyword" mode to enter your subject(s). You will see a list of titles with call numbers.

Author's Last name, First: _____

Title of Book: _____

Place of Publication: _____

Publishing Company: _____

Year of Publication: _____ Call no.,_____ Pages: _____

MAGAZINES - Use the *Reader's Guide Abstracts* CD-ROM or call into the public library's *Magazine Index*. Remember to get the bibliographic information for each magazine article used.

(For *Reader's Guide Abstracts*)

Name of article: _____

Name of Magazine: _____

Date of Magazine: _____ Pages: _____

Title of CD-ROM: *Reader's Guide Abstracts Select Edition*, Copyright Date: 1993

(For Magazine Index)

Name of article: _____

Name of Magazine: _____

Date of Magazine: _____ Pages: _____

Title of CD-ROM: *Magazine Index*, Copyright Date: 1993

NEWSPAPERS - Use the Index to the *Honolulu Advertiser* and *Star Bulletin*, either book form or through FYI. Remember to get the bibliographic information for each newspaper article used.

Title of article: _____

Name of Newspaper: _____

Date of Newspaper: _____ Pages: _____

Topic: Countries of the world

Grade level: 11-12

Time allotted: 2 weeks

The lesson is similar to the lesson on page 79 but differs in the depth of the research and the greater variety of resources used, e.g., Xpress Xchange, public library catalog via videotex.

Resources needed:

"More facts" worksheet; "What's happening" worksheet; Pathfinder worksheet; Xpress Xchange

Evaluation:

Completion of worksheets

written report on country using evaluation of written research products*

Follow-up activities:

1. Have students photocopy two articles cited in the "What's Happening" worksheet, and write an analysis of the country's economy, political situation, and other aspects of its society.
2. Have students create a visual product related to the country, including a postage stamp, collage, diorama, model, or multimedia presentation.
3. Create with the students a passport, highlighting the countries studied during the semester.

* see page 84

MORE FACTS ABOUT MY COUNTRY

FIVE THINGS YOU WOULD SEE WHILE TRAVELING THROUGH THIS COUNTRY:

1. _____
2. _____
3. _____
4. _____
5. _____

FIVE THINGS YOU MIGHT HEAR WHILE TRAVELING IN THIS COUNTRY:

1. _____
2. _____
3. _____
4. _____
5. _____

FIVE CULTURAL DIFFERENCES (Housing, Food, Clothing Styles, Education, Religion, Leisure Time Activities, etc.) **BETWEEN YOUR COUNTRY AND THE UNITED STATES:**

1. _____
2. _____
3. _____
4. _____
5. _____

BRIEFLY DESCRIBE 3 THINGS YOU WOULD LIKE ABOUT LIVING IN THIS COUNTRY:

1. _____

2. _____

3. _____

BRIEFLY DESCRIBE 3 THINGS YOU WOULD NOT LIKE ABOUT LIVING HERE:

1. _____

2. _____

3. _____

WRITE A BRIEF NARRATIVE DESCRIBING YOUR COUNTRY, ITS PEOPLE, CULTURE, ETC. AS AN APPEAL FOR PEOPLE TO COME AND VISIT:

Name: _____ Date: _____ Per. _____

WHERE CAN I FIND INFORMATION ABOUT MY COUNTRY?

COUNTRY: _____

<BOOKS>

Using the ON-LINE PUBLIC ACCESS CATALOG, find a book with information on your country.

1. Use the keyword search mode.
2. Enter your country's name as the keyword.
3. Browse the list of relevant titles, copy down the call number.
4. Go to the shelves with that call number and pick out the books that will answer the questions on the worksheet, "More Facts About My Country."
5. Fill out the "Book Information" section below (repeat this procedure on a separate piece of paper for each book that you use).

The following titles may also be helpful in finding information about your country.

The Statesman's Yearbook
National Geographic Picture Atlas of the World
South American Handbook
Worldmark Encyclopedia of the Nations
**The Illustrated Encyclopedia of Mankind, v. 1-15*
Countries of the World
The People's Almanac
Fielding's Far East
All Asia Guide
The 1993 Information Please Almanac
***Culturgram*

BOOK INFORMATION

Author's Last Name, First: _____
Title of Book: _____
Place of Publication: _____
Publishing Company: _____
Year of Publication: _____ Call no. _____ Pages: _____

BOOK INFORMATION

Author's Last Name, First: _____
Title of Book: _____
Place of Publication: _____
Publishing Company: _____
Year of Publication: _____ Call no. _____ Pages: _____

* To use *The Illustrated Encyclopedia of Mankind*, you must know the name of the people (ex. Bengalis people live in India/Bangladesh).

**Ask the librarian for the *Culturgram*.

<ENCYCLOPEDIA>

Go the encyclopedia area. Look up your country's name. Fill out the "ENCYCLOPEDIA" section below. The following titles may be helpful in finding information about your country.

Lands and Peoples
Compton's Encyclopedia
World Book
Collier's Encyclopedia

ENCYCLOPEDIA

Author's Last Name, First: _____

Title of Article: _____

Name of Encyclopedia: _____

Year of Publication: _____ Volume _____ Pages: _____

ENCYCLOPEDIA

Author's Last Name, First: _____

Title of Article: _____

Name of Encyclopedia: _____

Year of Publication: _____ Volume _____ Pages: _____

<CD-ROMS>

You can also locate information about your country from the CD-ROMs. Consider using the following CD-ROMs:

Compton's Multimedia Encyclopedia
InfoFinder Records
Atlas of the World
Guinness Multimedia Disc of Records

Fill out the CD-ROM section below if you use any of the information from the CD-ROMs.

CD-ROM

Name of Article: _____

Title of CD-ROM: _____

Publishing Company: _____

Copyright Date: _____

CD-ROM

Name of Article: _____

Title of CD-ROM: _____

Publishing Company: _____

Copyright Date: _____

WHAT'S HAPPENING IN MY COUNTRY TODAY?

Directions: Using one or more of the following resources, list 3 events that have happened in your country within the last two years. Complete the bibliographic information for each event.

Resources to use to find current information:

- o *Reader's Guide Abstracts* on CD-ROM
- o *Magazine Index*, from the public library via Hawaii FYI
- o *Reader's Guide* (book form)
- o Xpress Xchange
- o Newspaper index (book form or through public library)

EVENT #1:
Headline: _____

Description (1-2 sentences):

Author's last name, first: _____

Title of article: _____

Name of magazine/newspaper: _____

Date of magazine/newspaper: _____ Pages_____

EVENT #1:
Headline: _____

Description (1-2 sentences):

Author's last name, first: _____

Title of article: _____

Name of magazine/newspaper: _____

Date of magazine/newspaper: _____ Pages_____

EVENT #3:
Headline: _____

Description (1-2 sentences):

Author's last name, first: _____

Title of article: _____

Name of magazine/newspaper: _____

Date of magazine/newspaper: _____ Pages_____

Topic: Career exploration

Grade level: 9-12

Time allotted: One month

This lesson is similar to the lesson on page 81 but differs in the depth of the research and the product.

Resources needed:

Pathfinder; research grid

Evaluation:

Completion of project checklist

Evaluation of a photo essay:

Number of resources used	20%
Amount of information from each resource	20%
Relevant information found	20%
Picture relationship to text	20%
Neatness and completeness	20%

Follow-up activities:

1. Discuss whether or not the students are still interested in the career studied; if not, have them explore alternatives.

2. Have students develop a "game plan" on meeting their career goals, e.g., educational steps they need to take to get a job in the field.

PROJECT CHECKLIST

	Due Date	*Task*	*Comments*	*Points*
1.	_____	Topic chosen and approved		5
2.	_____	Turn in search questions		5
3.	_____	Turn in an outline, web		5
4.	_____	Final product chosen and approved		5
5.	_____	Turn in list of search strategies		5
6.	_____	Turn in list of resources used		10
7.	_____	Turn in notes for checking		5
8.	_____	Prepare a draft, script, plan "Blueprint"		10
9.	_____	Turn in or present final result of research		40
10.	_____	Turn in evaluation of final result and process		10
			TOTAL	100

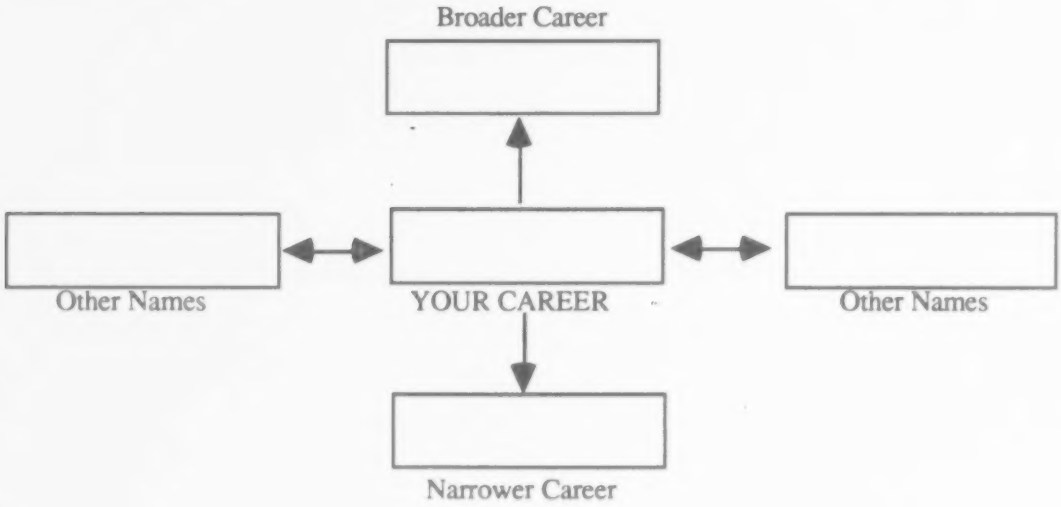
Name: _____ Date: _____ Per. _____

PATHFINDER - LEARNING ABOUT A CAREER

The library is one place to find information about different careers. This worksheet can help you find information about the career you are interested in.

FINDING THE SEARCH WORDS

Fill out the keyword map below. This will help you think of different words to use when you start your search.



DO YOU NEED LOTS OF INFORMATION ABOUT CAREER? _____ YES _____ NO

If yes, then look at BOOKS. You can get a list of books by using the ONLINE PUBLIC ACCESS CATALOG (computer catalog). Book information would include job description and education and training.

1. On the blank screen with the choices listed a the bottom, select "Subject," using the arrow keys and press the return/enter key.

2. Type in your career. If you don't find the career with one word, try one of the others from your keyword map.

3. Most of the books will be under the call number 371.4268. The books under this number are arranged alphabetically according to the career, so look for your career.

Books can be borrowed for two weeks.

You can also look at REFERENCE BOOKS. These books are usually for in-library use only. The call numbers for these books begin with an "R." Some reference books you can use are:

R 371.425 C	The Career Choices Encyclopedia
R 371.425 E	Encyclopedia of Career and Vocational Guidance
R 371.425 O	Occupational Outlook Handbook
R 371.425 V	TVGM's Careers Encyclopedia

Ask for these books at the circulation desk.

DO YOU NEED CURRENT/RECENT INFORMATION ABOUT CAREERS? ___Y ____ N

Current information would include trends, availability of job, salaries and descriptions.

If yes, find information in the CD-ROM computer with the READER'S GUIDE ABSTRACTS.

1. After the librarian has put in the CD, select the "single subject search" and enter/return.
2. Type in your keyword and enter/return.
3. A list of subject headings will appear, with the number of articles. Highlight the subject you want by using the arrow keys and enter/return.
4. Look at the summaries for each article to decide if you want to see the actual article.
5. If you want the actual article, fill our the yellow magazine request form and take it to the circulation desk.

Magazines can be borrowed for one week.

OTHER SOURCES OF INFORMATION

See your teacher.

	BOOK	MAGAZINE	REFERENCE BOOK
TOPIC:	AUTHOR: _____ TITLE: _____ PLACE: _____ PUBLISHER: _____ DATE: _____ CALL NO.: _____	AUTHOR: _____ TITLE OF ARTICLE: _____ _____ NAME OF MAGAZINE: _____ DATE: _____ PAGE NO.: _____	AUTHOR: _____ TITLE: _____ PLACE: _____ PUBLISHER: _____ DATE: _____ CALL NO.: _____
QUESTION 1: Find 3 activities (duties) you would do in this occupation. (Occupational Description)			
QUESTION 2: What skills and abilities are necessary? (e.g. working with tools, drawing, working with numbers) What are your skills and abilities?			
QUESTION 3: What kind of education and training is needed? Name one school or trainingprogram in Hawaii that provides the education. What amount of schooling do you plan to get?			
QUESTION 4: What is the working environment and condition like? (e.g. working individually or with others; hectic or slow, noisy or quiet, long hours on feet, dealing with people). Tell what you like/don't like.			
QUESTION 5: How much does the job pay? (from entry level to skilled). What rewards and advancements are there? (e.g. high salary, benefits)			
QUESTION 6: Other Information			

Topic: Agriculture/science

Grade level: 10

Time allotted: 4 weeks

Objectives: Students will:

Classroom - Develop an understanding of

1) environmental stewardship and socio-economic impact, and

2) sustainable agriculture principles and practices.

Library -

1. Uses various search strategies and locational skills to retrieve a range of resources.
2. Use various options to secure information beyond the particular library media center.

Research Steps: 1-10

Technology Emphasis: online database searching: online public access catalog; electronic encyclopedia and magazine indexes; videotex

Resources needed:

Key word map (see page 89); resources worksheet (see page 91); Dialog search worksheet

Steps involved:	**Teacher**	**Librarian**
Before library visit		
1. Take a tour of an agricultural learning center with students; have students take notes on the different areas of study.	X	
2. Discuss sources of information, including quality and applicability of material, e.g., *Scientific American* vs. *National Inquirer*.	X	
4. Have students browse through current in science journals and magazines to develop a thesis statement.	X	
5. Assist students in developing an outline or web of the type of information to find.	X	

	Teacher	Librarian
During initial library visit		
1. Introduce library resources to students and discuss with them which resources are best for their purposes.		X
2. Discuss key word strategy and have students complete a key word map and/or Dialog search worksheet, as well as a resource worksheet.		X
3. Instruct students in small groups at various work stations, using a student topic as an example. Work stations may include an online public access catalog search station, Classmate Dialog, compact disk work stations.	X	X
During subsequent library visit(s)		
Assist students in independent research.	X	X

Evaluation:

Evaluation of product:

Creativity	20%
Scientific accuracy	20%
Instructional value	15%
Dramatic value	15%
Communication	15%
Craftsmanship	15%

Follow-up activities:

Use the research as part of the science fair projects.

RESOURCES USED

* BOOK INFORMATION *

Author's Last Name, First: _____

Title of book: _____

Place of publication: _____

Publishing Company: _____

Year of Publication: _____ Call Number: _____ Pages: _____

* ENCYCLOPEDIA *

Author's Last Name, First: _____

Title of article: _____

Name of Encyclopedia: _____

Year of Publication: _____ Volume: _____ Pages: _____

* MAGAZINE *

Author's Last Name, First: _____

Title of article: _____

Name of Magazine: _____

Date of Magazine: _____ Pages: _____

* NEWSPAPER *

Writer's Last Name, First: _____

Title of article: _____

Name of Newspaper: _____

Date of Newspaper: _____ Section/Page no: _____

* INTERVIEW *

Name of Person Interviewed: _____

Type of Interview (personal, telephone): _____

Date of Interview: _____